



Framework for Assessing School-Community Partnerships

The Community Partnership Review Team will review and score all RFPs on the following principles.

Category	Principle
Funding and Sustainability	The funds are used to serve at-risk students, as defined by the funding source.
	Community partner establishes a system to ensure continuation of the partnership if there is a change in leadership (succession plan).
Common Purpose	The proposal describes a program or service that will fill a need the district cannot fill on its own.
	The proposal identifies and sets goals for at least 2 of the Dropout Prevention Indicators (proficiency, failing grades, attendance or connection to school).
	The proposal is clearly aligned to our Core Beliefs: Leadership, Innovation, Equity, Student Ownership, Culture/Climate, and Student Learning.
	The proposal is clearly aligned to our Profile of a Graduate competencies: Citizenship, Communication, Collaboration, Critical Thinking & Problem Solving, and Creativity.
Fit	The community partner has relevant experience serving at-risk youth populations.
	The community partner's staff is qualified to provide the proposed program or service.
	The community partner's proposed program or service is a good fit for identified at-risk needs.
Proposal Alignment	The program or service objectives align with identified needs within the CRCSD strategic plan.
	The program or service aligns with validated research-based practices.
Communication and Expectations	Expectations, roles, and responsibilities that optimize student learning are clearly identified for the district and community partner (i.e. meeting area, class time) that optimizes student learning.
	The community partner develops a communication plan to the school district (i.e. frequency and methods) regarding school program/services.
Data and Reporting	The proposal clearly identifies an equitable student selection process for participation in the program.
	The community partner agrees to share the student roster and all relevant data about district's students with the district (i.e. attendance).
	The proposal identifies an effective method of collecting and storing student outcome data as it relates to the dropout prevention indicators.
	The proposal provides a timeline for reporting student outcome data to the district at regular intervals.

Frequently Asked Questions

1. Why do I need to submit a proposal?

- We're implementing a process to best identify ways that build partnerships aimed at meeting student needs while also allowing for the best possible environment for successful implementation of community-based programs and services.

2. What does the term "at-risk" mean?

- Students who may experience barriers to academic success are identified as "at risk." Factors that might contribute to low proficiency, failing grades, attendance or connection to school include (but are not limited to) chronic or acute trauma, lack of access to community-based services, homelessness, and/or poverty. Please visit the Department of Education's website at <https://educateiowa.gov/pk-12/learner-supports/risk> for a more detailed definition of at-risk.

3. How do I access the RFP?

- The full RFP and scoring criteria will be posted online at <http://www.cr.k12.ia.us/community-resources/>

4. How do I know what to include in my proposal?

- The request for proposals outlines the purpose of offering financial support to community partners for at-risk student needs. You may also refer to the Framework for Assessing School-Community Partnerships to understand how each proposal will be scored.

5. How do I submit my proposal?

- RFP guidelines will be posted on the [CRCSD partnership](#) website on May 1st by 5 PM. Proposals can be submitted via email to partnerships@cr.k12.ia.us. All organizations need to complete an [online partnership application](#) prior to submitting their proposal.

6. What is the timeline for RFP submission?

- Proposals can be submitted any time between May 1, 2019 and May 31, 2019

7. When will I hear back from the Cedar Rapids Community School District?

- July 2, 2019

8. Who will be reviewing the proposals?

- A Community Partnerships Review Team comprised of District administration and staff will score each proposal based on the above guidelines and then work directly with building administration to align services with building needs.

9. How will community partners be selected?

- To ensure an objective process, the Community Partnerships Review Team will use the Framework for Assessing School-Community Partnerships to score all proposals. Scores will then be averaged across all team members and partners with the highest scores will receive funding for the upcoming school year.

10. Do I need to be a 501(c)3 in order to receive funding?

- Yes.

11. Do services or programs need to be provided on-site?

- Yes, at least one component of the service or program must be provided at a school building.

12. When can services be provided?

- Services are provided at the discretion of the building administrator. Before/after school or during school programming or services that involve an agency provider who is regularly onsite requires a Board approved agreement. To coordinate individual student meetings during the school day, such as Behavioral Health Integrated Services (BHIS), individual providers should complete the Outside Agency Team Decision Form (linked on this website) and submit to the building designee where the student attends.

13. The Framework for Assessing School-Community Partnership references the “Profile of a Graduate” and “Core Beliefs.” Where can I find more information on those topics?

- <http://www.cr.k12.ia.us/our-district/district-visioning/>

14. What if I'm already providing an existing service in the District- is the process the same?

- Yes. Annually, each school building participates in several assessments that identify areas of need. The outcomes of these assessments provide the data used to develop school improvement plans. Community partners will be funded and paired with schools where needs and services align, and this alignment might change year to year.

15. What if I would like to propose a new program or service that has not previously been implemented at the District?

- You will follow the same process outlined above. Student needs change year to year and the District is becoming increasingly data-driven in the way we understand those needs. We are looking for services that help build our capacity to meet those changing student needs.

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